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ABSTRACT

This report is a non-technical summary of six major evaluation reports on the Follow Through Program in Philadelphia, 1973-74. Positive findings are presented in the areas of pupil achievement, teacher and pupil continuance and pupil absence, and supportive services and parent involvement. The Follow Through Program in Philadelphia is comprised of seven educational models: Bank Street, Behavior Analysis, Bilingual, Florida Parent Educator, Parent Implemented, Philadelphia Process and EDC (Educational Development Center). In terms of achievement based on cross sectional analysis, Total Follow Through (TFT) exceeds the Total Non-Follow Through (TNF) group in almost all test areas in kindergarten; in Total Reading, and Total Mathematics in first grade; and in Total Mathematics in third grade. The Behavior Analysis (Grades K-3) Model and Parent Implemented (Grades 1-3) Model (with only one exception on one criterion in the latter case) perform better than the TNF group at all grade levels. Comparisons between Spring 1973, and Spring, 1974 test data, although only tentative at best, indicate that overall, with the exception of kindergarten, the 1974 results show higher percentile ranks than do the 1973 results on comparable test areas. (Author/DEP)

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A SUMMARY OF SIX MAJOR EVALUATION REPORTS ON FOLLOW THROUGH IN PHILADELPHIA 1973-1974

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A SUMMARY OF SIX MAJOR EVALUATION REPORTS ON FOLLOW THROUGH IN PHILADELPHIA

1973-1974

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Report #7604

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ABSTRACT

This report is a non-technical summary of six major evaluation reports on the Follow Through Program in Philadelphia, 1973-74. The following are the major positive findings in the areas of:

I. Pupil Achievement

II. Teacher and Pupil Continuance and Pupil Absence

III. Supportive Services and Parent Involvement.

The Follow Through Program in Philadelphia is comprised of seven educational models: Bank Street, Behavior Analysis, Bilingual, Florida Parent Educator, Parent Implemented, Philadelphia Process and EDC (Educational Development Center). In the 1973-74 year, grades K-3 children within the seven models across 18 Follow Through schools were involved in the program and constitute the Total Follow Through population. The Total Non-Follow Through population parallels the National Evaluation sample tested in Philadelphia by Stanford Research Institute.

I. Pupil Achievement

Cross-sectional analyses of Spring, 1974 achievement data indicate that Total Follow Through exceeds Total Non-Follow Through (TNF) performance in reading and mathematics in kindergarten and first grade, and in mathematics in third grade. The Behavior Analysis (Grades K-3) and Parent Implemented (Grades 1-3) Models perform better than the TNF group in reading and mathematics at all grade levels.

With the exception of kindergarten, Spring 1974, program performance was higher than that attained in 1973 in terms of percentile rank comparisons. However, it should be noted that different tests were utilized and the scores are not equated.

Quasi-longitudinal analyses again indicate, as in previous years, a substantially higher level of performance than that found in cross-sectional analysis for pupils with maximum exposure to the program and Head Start or equivalent experience. This holds true for "graduates" of the Follow Through Program in fourth and fifth grade also, especially in the models already indicated above.

When achievement results are dimensioned by absence data, higher reading and mathematics scores for the Total Follow Through Program are found to be consistently associated with higher attendance.

II. Teacher and Pupil Continuance; Pupil Absence

Each year a study of teacher and pupil stability and mobility (continuance and transience) is conducted to determine whether over the most recent four years (paralleling the K-3 program span) there has been sufficient program continuity to produce its intended longitudinal effect. This year's data show a satisfactory rate of continuance among teachers (60%) and pupils (63%) over the four-year period 1970-71 to 1973-74.

In the program as a whole, 47% of all children had absence rates of 15 days or less. Head Start or equivalent experience is consistently associated with higher attendance.

III. Supportive Services and Parent Involvement

Supportive services information indicates that medical, dental and social services have either been maintained at a satisfactory level or have improved over previous years, whereas psychological services have declined.

Parent involvement continues to be a strong component and all 18 schools have workable Policy Advisory Committees (PAC's), i.e., parent bodies who plan and organize parent participation, and act in an advisory capacity to school staff. Furthermore, the model management concept, which enables parents to meet, on a regular basis, with principals and school staff and engage in shared management and problem-solving, now operates throughout the program.

A
SUMMARY OF SIX MAJOR
EVALUATION REPORTS
ON FOLLOW THROUGH IN PHILADELPHIA
1973-1974

The local evaluation staff prepared six major evaluation reports on the Follow Through Program in Philadelphia for 1973-1974. This is a non-technical summary of those documents (listing attached). The report is divided into four sections:

I. PUPIL ACHIEVEMENT CHARACTERISTICS

A. Cross-sectional Data

B. Quasi-longitudinal Data

C. Absence and Quasi-longitudinal Data

II. TEACHER AND PUPIL CONTINUANCE; PUPIL ABSENCE

A. Continuance and Transience Among Teachers and Pupils, 1970-1974

B. Follow Through Pupil Absence Rates

III. SUPPORTIVE SERVICES AND PARENT INVOLVEMENT

A. Supportive Services in Follow Through

B. Parent Involvement in Follow Through

IV. SUMMARY AND CONCLUSIONS

I. PUPIL ACHIEVEMENT CHARACTERISTICS, SPRING 1974:

The findings of this section are based on an analysis of program performance on city-wide tests administered in the Spring of 1974. The Stanford Early School Achievement Test (SESAT) was administered in kindergarten, and the California Achievement Test (CAT) in all other grades. The data are examined both from a cross-sectional and a quasi-longitudinal point of view. From a cross-sectional perspective, comparisons are made between total groups tested in Spring, 1974 without reference to such factors as length of program exposure or previous Head Start or equivalent experience. From a quasi-longitudinal perspective, in contrast, those pupils who have received the maximum desirable exposure to the model (i.e., kindergarten - one year, first grade - two years, etc.,) and who have either had or not had prior Head Start or equivalent experience receive particular focus.

A. Cross-Sectional Data

1. Comparison of all Groups in Terms of Mean Score Differences and Percentages Scoring above the 50th and below the 16th National Percentile, Spring 1974.

A primary form of cross-sectional analysis is the comparison of Total Follow Through (TFT) performance with Total Non-Follow Through (TNF) performance on the three criteria of mean score, and percentages above the 50th and below the 16th percentile.

TFT = K-3 pupils within the seven instructional models, namely Bank Street, Behavior Analysis, Bilingual, Florida Parent Educator, Parent Implemented, Philadelphia Process and EDC (Educational Development Center).

TNF = K-3 pupils exactly paralleling the comparison group employed in the National Follow Through Evaluation.

When TFT is compared with TNF on the three criteria, it exhibits superior performance in Environment, Letters and Sounds, Mathematics, and Total Score in the kindergarten test areas; in Total Reading and Total Mathematics in first grade; and in Total Mathematics in third grade. The Behavior Analysis and Parent Implemented Models exceed the TNF group on all three criteria, with only once exception in the latter model, at all grade levels; however, note that no kindergarten data were available for the Parent Implemented Model. The Bank Street, Bilingual and Florida Parent Models perform better than the TNF group at the kindergarten level on all three criteria with rare exception, while the Philadelphia Process and EDC Models appear superior to TNF at the first grade level.

2. Inter-Model Comparisons in Terms of Rankings on Mean Raw Score (SESAT) or Mean ADSS Scores (CAT), Spring, 1974.

In kindergarten, the Florida Parent Model ranked first overall, Bank Street ranked second and Behavior Analysis

third (as mentioned earlier, there were no kindergarten data available for the Parent Implemented Model). In first grade, Philadelphia Process ranked first overall, Behavior Analysis second and EDC third. In second grade, Behavior Analysis ranked first, Parent Implemented ranked a very close second and EDC third. In third grade Parent Implemented ranked first, Behavior Analysis ranked second and Philadelphia Process third.

When all grade ranks are combined, the ranking procedure indicates that the Behavior Analysis Model ranks first overall, the Parent Implemented Model second, and the Bank Street and Philadelphia Process Models tie for third place.

3. Comparison of Spring, 1974 (SESAT and CAT) Performance with Spring, 1973 (Metropolitan Achievement Test; National evaluation data) Performance for Selected Test Areas in Terms of National Pupil Percentile Ranks Corresponding to Mean Scores.

It should be noted that the findings in this section can only be regarded as possibly meaningful, since comparisons are made between two different tests on the basis of non-equated test scores, and general similarity of subtest content. It should be further noted that the Parent Implemented Model could not be included in this analysis,

since there were no test data available in 1973.

At the kindergarten level, the Bilingual Model exhibits considerable increases in level of performance from 1973 to 1974 in both reading and mathematics. In first grade, Philadelphia Process shows large increases in reading and mathematics, and the Bilingual and EDC Models show increases in Reading Comprehension. In second grade, Philadelphia Process seems to have gained considerably in Vocabulary, Total Reading and Total Mathematics, while the Bilingual Model in Total Mathematics shows a higher increase in performance than any other model. In third grade, the Florida Parent Model seems to perform considerably better in the 1974 results and Philadelphia Process shows an increase in Computation.

Overall, with the exception of kindergarten, the 1974 total program results show higher percentile ranks than do the 1973 results within this comparison context. At the same time, however, the increases in Total Non-Follow Through were higher than the total program in kindergarten and second grade.

B. Quasi-Longitudinal Data

The following analyses are based on a locally developed longitudinal file containing records of all pupils ever enrolled in

the program for five months or more in any year. As already noted, file data for children who have received the maximum desirable exposure to the model (i.e., kindergarten - one year, first grade - two years, etc.) and who had or did not have previous Head Start or preschool experience are of primary concern in these analyses.

1. Comparison by Model of Spring, 1974 Performance in Terms of National Pupil Percentile Rank corresponding to Mean Score in Reading and Mathematics: Total Group Tested (Cross-sectional) versus Maximum Exposure Subgroups.

The kindergarten reading results indicate that the maximum exposure group (MAX) performs significantly better than the total (cross-sectional) group in four models (Behavior Analysis, Bilingual, EDC and Florida Parent) for the Head Start (HS) group and in three models (Bank Street, Behavior Analysis and Florida Parent) for the Non-Head Start (NHS) group. Results for kindergarten mathematics are identical with the exception of the Florida Parent NHS group. Once again kindergarten data were not available for the Parent Implemented Model.

In first grade, reading scores are significantly higher for the HS MAX group in five Models (Bank Street, Behavior Analysis, EDC, Florida Parent and Parent Implemented) while the NHS MAX

group performs better than the Total group in the Behavior Analysis and Philadelphia Process Models. First grade mathematics scores indicate superior performance by the maximum exposure group in the same five models as in reading among HS pupils and in the Bank Street Model for NHS pupils.

Second grade reading results show superior performance for the HS maximum exposure pupils in four Models (Bank Street, Behavior Analysis, Bilingual and Philadelphia Process) and in three Models (Behavior Analysis, Bilingual and EDC) for the NHS maximum exposure group as well. In second grade mathematics the HS maximum exposure group performed better than the total group in the Behavior Analysis, Bilingual and Philadelphia Process Models. Among those without HS, the maximum group performs better than the total group in the Bilingual and EDC Models also.

In third grade reading the HS maximum exposure group performs better in the Bank Street, Behavior Analysis, Bilingual, Parent Implemented and Philadelphia Process Models, while the NHS maximum exposure group also performs better in the Behavior Analysis and Philadelphia Process Models. Third grade mathematics results show that the MAX HS group performs better in the Bank Street, Behavior Analysis, Bilingual, Parent Implemented and Philadelphia Process Models, while the NHS MAX group performs better in the Behavior Analysis and EDC Models.

In sum, the maximum exposure group generally performs better than the total (cross-sectional) group. This occurs more frequently among pupils with Head Start than among those without Head Start.

The Bank Street, Behavior Analysis, Parent Implemented and Philadelphia Process models exhibit superior performance for the group with maximum exposure as compared to the total group. Within these four models, furthermore, pupils with prior Head Start appear to perform better than those without this experience within the maximum exposure group.

2. Percentages of Pupils Scoring Below the National Sixteenth Percentile and at or above the National Fiftieth Percentile in Reading and Mathematics.

In this section comparisons are made between those pupils with maximum exposure (MAX) to the model and those with one-year-less than the maximum exposure (MAX-1) within Head Start/Non-Head Start (HS/NHS) groupings. For the total program, the percentage of pupils at or above the national 50th percentile is greater for the MAX group than for the MAX-1 group at all grades in both reading and mathematics. The group with Head Start has a somewhat higher percentage at or above the 50th percentile than the group without Head Start, in kindergarten and first grade for both reading and mathematics.

Similarly the percentage of pupils below the national sixteenth percentile is lower for the MAX group than the MAX-1 group in both reading and mathematics.

3. Spring, 1974 Test Results for Fourth and Fifth Grade Pupils Formerly Enrolled in Follow Through (Program "Graduates").

Spring, 1974 test results of fourth and fifth grade "graduates" of Follow Through were also analyzed in terms of length-of-program exposure and Head Start/Non-Head Start categories. In this case also, within the MAX group, positive Head Start differences emerge: pupils with Head Start had higher mean performances than those without Head Start in Total Reading, Total Mathematics and Total Language as well as for the Total Battery, at both grades.

The four models with the highest performance, cross-sectionally, were selected for detailed analysis: Bank Street, Behavior Analysis, Parent Implemented and Philadelphia Process. In these models, the maximum exposure group generally performs better than the MAX-1 group, and this effect is usually still further heightened when exposure is combined with Head Start experience.

C. Absence and Quasi-Longitudinal Achievement Data

Quasi-longitudinal analyses in reading and mathematics were further expanded to include the

effect of absence on performance. (Further information on the absence data themselves are given below in Part II of this report). The results indicated that for the Total Follow Through program higher reading and mathematics scores are associated with higher attendance and vice versa. In the program years (K-3) there is a difference of about thirty percentile points between those children with the lowest absence rates and those with the highest. In the post-program years (grades four and five) similar findings were observed. These data indicate that attendance/absence rates are strongly associated with performance differences.

II. TEACHER AND PUPIL CONTINUANCE; PUPIL ABSENCE

A. Continuance and Transience Among Teachers and Pupils in the Follow Through Program, 1970-1974

The program as a whole continues to show a satisfactory rate of continuance among teachers and pupils. Of the 372 teachers assigned to the program during the four-year period, 1970-71 to 1973-74, 223 (60%) remained in the program.

A total of 8,482 pupils, were identified as initially entering the program between 1970-71 and 1973-74. This figure represents those children who had exposure to the program for at least five months in any given year after entering over the four year span. Of these, 63% remained through 1973-74. The retention rate for those pupils entering the program with Head Start or equivalent experience was 77% over the four years, while the rate for the non-Head Start group was 55%. As in previous years, then, Head Start or equivalent experience continues to be associated with higher retention.

B. Follow Through Pupil Absence Rates

Absence data were able to be collected on program pupils in Philadelphia for the first time in 1973-74. Six absence intervals, 0, 1-5, 6-15, 16-35, 36-75, and

764 were used for analysis. In the program as a whole, across all models and all grades (K-3), 47% of all children had absence rates of 15 days or less. The Bank Street, Behavior Analysis, EDC and Philadelphia Models had even higher percentages of children in this low absence range.

At the kindergarten level, the absence rate was high in all models and subgroups across models, with 72% of all kindergarteners absent for more than 15 days. The Bank Street and Behavior Analysis Models had the lowest kindergarten absence rates, with the HS group showing better attendance than the NHS group by several percentage points.

In first grade, across all models, 49% of the pupils were absent only 15 days or less. The EDC Model had the most children (54%) in this low absence category. Again the Head Start group showed a higher percentage of attendance than NHS.

In second grade, 53% of ALL pupils were absent no more than 15 days, with the Philadelphia Process Model showing an even higher percentage (58%) than the others in this category. The Head Start group in this grade also showed a higher percentage in this category than the NHS group.

At the third grade level, an even greater percentage (57%) of ALL students was found to be absent 15 days or less with a high of 62% for the Philadelphia Process Model and 60% for the HS group in this absence category.

Thus absenteeism was found to be highest at the kindergarten level and lowest in third grade; a steady progression toward decreased absence rates at each higher grade level was evident. As compared to ALL pupils, absence rates were lower for HS pupils and higher for NHS pupils.

III. SUPPORTIVE SERVICES AND PARENT INVOLVEMENT

A. Supportive Services in Follow Through

Supportive services and parent involvement information was collected by requesting that agency and school personnel complete detailed recording forms developed by the evaluation staff. The results indicate that all 18 schools have made arrangements for medical and dental services, that 12/18 schools have additional psychological services, and that 16/18 schools have a Follow Through Community Coordinator who provides social services to Follow Through families. In all cases, these services extend beyond those normally provided by the school district. Compared with the 1972-1973 year, medical, dental and social services have either been maintained at a satisfactory level, or improved upon, whereas psychological services have declined.

An additional comment is in order: it was stated in the 1972-73 Summary Report, and is still applicable in many respects, that better use is made of these services when:

a. the school or agency provides transportation and escort services

OR agency personnel can provide their services at the school site,

b. an outreach component is an integral part of the service.

c. agency personnel treat patients with respect.

b. Parent Involvement in Follow Through

Parent involvement in the program shows continued improvement and remains a strong component: all 18 schools have workable Policy Advisory Committees (PAC's) as opposed to 17 last year. There are on the average 19 regular PAC members at each school, and an average of 21 parents attend open PAC meetings at each site. Thirteen out of eighteen (13/18) schools have succeeded in involving 50% to 90% of the Follow Through parents in one meeting or affair at the school during the year, and the program has provided educational and employment opportunities for approximately 10-30 parents at each site.

In addition, the Model Management concept, providing for parent participation to be introduced in all aspects of model decision-making, is now operational throughout the program.

IV. SUMMARY AND CONCLUSIONS

In terms of achievement based on cross-sectional analyses, Total Follow Through (TFT) exceeds the Total Non-Follow Through (TNF) group in almost all test areas in kindergarten; in Total Reading, and Total Mathematics in first grade; and in Total Mathematics in third grade. The Behavior Analysis (Grades K-3) Model and Parent Implemented (Grades 1-3) Model (with only one exception on one criterion in the latter case)perform better than the TNF group at all grade levels. Inter-model comparisons across grades indicate that the Behavior Analysis Model ranks first overall and the Parent Implemented Model second. Comparisons between Spring 1973, and Spring, 1974 test data, although only tentative at best, indicate that overall, with the exception of kindergarten, the 1974 results show higher percentile ranks than do the 1973 results on comparable test areas.

Quasi-longitudinal analyses reveal that the maximum exposure group (MAX) generally performs better than the total (cross-sectional) group and that this occurs even more frequently among pupils with previous Head Start or equivalent experience. The Bank Street, Behavior Analysis, Parent Implemented and Philadelphia Process Models exhibit superior performance for the maximum exposure (MAX) group also as compared to the total group.

Comparisons between the MAX and the one-year-less-than MAX (MAX-1) group indicate that for the total program, the percentage of pupils at or above the national 50th percentile is greater for the MAX group at all grades in both reading and mathematics. Similarly the percentage of pupils below the national sixteenth percentile is lower for the MAX group in both reading and mathematics.

Test results for fourth and fifth grade "graduates" of Follow Through reveal that within the MAX group, Head Start children had higher mean performances than those without Head Start in Total Reading, Total Mathematics, and Total Language. Within the four models with the highest performance cross-sectionally, namely Bank Street, Behavior Analysis, Parent Implemented and Philadelphia Process, the MAX group generally performs better than the MAX-1 group, as does the Head Start group within the maximum exposure category.

When achievement results are dimensioned by absence data, higher reading and mathematics scores for the Total Follow Through program show a strong relationship with higher attendance. A difference of about 30 percentile points is evident between those children with the lowest absence rates and those with the highest.

Continuance and transience data for the program as a whole show a satisfactory rate of continuance among teachers and pupils. Sixty percent of the 372 teachers assigned to the program from 1970-71 to 1973-74 remained in the program. Of the 8,482 pupils who entered the program during this four-year period, and remained for at least five months in each succeeding year, 63% have remained.

In the program as a whole, 47% of all children had absence rates of only 15 days or less. Absenteeism was found to be highest at the kindergarten level and lowest in third grade indicating a steady progression toward decreased absence rates at each higher grade level. Higher attendance was consistently associated with Head Start experience.

Supportive services and parent involvement information indicates that all 18 schools have made arrangements for medical and dental services; that 12/18 schools have additional psychological services and that 16/18 schools have a Follow Through School Community Coordinator who provides social services.

All 18 schools have workable PAC's and the Model Management concept is fully operational throughout the program. The parent involvement component continues to remain strong, and continues to show improvement as well.

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